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ABSTRACT

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 7: assist students to reject stereotyped beliefs and make career choices in terms of abilities and interest. The following eight activities are included: (1) assisting students in evaluating stereotyped beliefs in educational materials; (2) self-assessment simulation; (3) occupational self-awareness; (4) stereotyped beliefs; (5) insomnia clinic; (6) collage; (7) leadership--an assessment of style; and (8) identifying job opportunities which relate to favorite activities and attitudes. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

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LANGUAGE ARTS & SCIENCE

sample career education activities

grades 7-12

CAREER CHOICES

ED 069238

Activities:

1. Assisting students in evaluating stereotyped beliefs in educational materials.....p.2
2. Self-assessement simulation....p.4
3. Occupational self-awareness....p.7
4. Stereotyped beliefs.....p.9
5. Insomnia clinic.....p.11
6. Collage.....p.12
7. Leadership: An assessment of style.....p.13
8. THIS COULD BE THE START OF SOMETHING BIG.....p.17

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

CAREER CHOICES

Competency #7: Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interest.

CE 019 672

SEVEN CAREER EDUCATION COMPETENCIES FOR LANGUAGE ARTS AND SCIENCE TEACHERS, GRADES 7 - 12

THE TEACHER WILL BE ABLE TO:

1. Provide activities which enable students to clarify attitudes toward life roles and careers.

2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.

3. Help students identify and use community resources which are related to their career development.

4. Create opportunities for parents to help their children understand career education.

5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.

6. Instruct students in reading, writing, speaking and listening skills as they related to life roles and careers.

7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interests.

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SPECIAL CREDIT:

Many of the sample activities used to complete the following packets were adapted/adopted from the Career Awareness/Exploration Curriculum Kits, Grades 4-8, 9-10 and 11-12, produced under contract with the Marion County ESD, Salem, Oregon in 1976-78. Credit has been given to the author of the activities used. The Career Awareness/Exploration Kits are available from:

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TEACHER COMPETENCY VII: ASSIST STUDENTS TO REJECT STEREOTYPED BELIEFS AND MAKE CAREER CHOICES IN TERMS OF ABILITIES AND INTERESTS.

Career education implies many different instructional strategies including the promotion of increased self awareness. Accordingly the activities in this packet stress the nature of stereotyped beliefs as they apply to career choice, and underscore in varied ways the necessity of rejecting them. Innovative approaches are utilized in accomplishing this objective.

Title:
ASSISTING STUDENTS IN EVALUATING STEREOTYPED BELIEFS IN EDUCATIONAL MATERIALS

Activity
1

Competency:
#7 Stereotyped Beliefs

Related Competencies:
#6 Communication Skills

Level:
10-12

Instructional Goal:
Given an opportunity to examine career education materials, the teacher will be able to assist the students evaluate the stereotyped beliefs that are contained in the materials.

Number of People:
Total class
Individual

Time:
Variable

Materials/Resources:
Any filmstrips, books, pamphlets, etc. that the teacher uses in career education.

Procedures:

1. The teacher will obtain some career education materials (filmstrips, books, pamphlets, etc.) that contain information concerning careers.

2. The teacher will use one of the materials to obtain information about a selected career. As the material is used the teacher will look for examples of the following:
   a. materials which make no attempt to recognize the changing roles of men and women (stereotyped occupations dominated by either males or females.
   b. materials designed for one sex only
   c. materials which use non sexist language but fail to communicate the true options that are available to both sexes
   d. materials which use sexist language (he-she, him-her, referents)
3. After identifying some of these types of stereotyping in the career education materials the teacher will develop a list which 1) identifies the specific type of stereotyping which was found in the career education materials, and 2) identifies a method whereby that example of stereotyping could be counteracted.

The following is an example of two types of stereotyping (as found in career education materials) and two methods which attempt to counteract the bias.

A. Example one:
   1. The film assumes that men are the sole providers for the wife and children.

2. Discuss with the students alternate life styles in which men help raise a family and work either part time or not at all.

B. Example two
1. The health occupations brochure pictures only male doctors.

2. Discuss with the students the recent federal laws regarding equal opportunity and cite examples of local women who are highly qualified doctors.

4. If any of these career education materials are used in the classroom, the teacher will assist the students evaluate the stereotype beliefs that appear in the materials.

Source: John O'Donnell

Title:

SELF-ASSESSMENT SIMULATION

Activity 2

Competency:

#7 Stereotyped Beliefs

Related Competencies:

#2 Job Skills

Level:

11-12

Instructional Goal:

Given the opportunity to assess characteristics needed for a specific occupation, students will be able to learn an assessment process which they can use in evaluating their probable success in other occuaptions.

Number of People:

Total class

Time:

Two 45-minute periods

Materials/Resources:

Overhead projector
Overlay (List of self assessment characteristics
Ditto sheet with same list of characteristics.

Procedures:

Step I

1. Teacher explains purpose of simulation:
   a) Students need to understand process of assessing.
   b) Students need to know that much of self assessment is subjective and cannot be an absolute accurate measure.
   c) Students need to know that the information they assemble need not be threatening but is a positive set of tools used to solve the problem.
   d) Students need to know how accurately or realistically they can possess the worker traits for a given occupation.
2. Teacher puts worker trait checklist on board or screen.
3. Teacher then asks students to decide collectively on an occupation.
4. Teacher writes the occupation on board and asks students to take several minutes to analyze the occupation in terms of the checklist.
5. The class will complete the checklist item by item. (by hand vote)
6. Teacher will mark overlay as class progresses.

Step II

1. Teacher distributes ditto trait checklist to students.
2. Student chooses an occupation that he or she feels is the most desirable.
3. Students rate the occupation on checklist using the process they have just completed.
4. Student compares traits on his or her checklist with the worker trait section of The Dictionary of Occupational Titles.
5. Student then draws a preliminary conclusion as to the appropriateness of the occupation for her/him.

(Student needs to understand that this information is for his or her use ONLY.)

Source: Tom Pileggi
Adapted by: Project Staff

(Example only - should be more general and less in depth than the comprehensive self assessment tool; i.e., Values Clarification, CIS Computer ASVAB)

WORKER TRAIT CHECKLIST

SAMPLE TRAITS

Traits needed for a given occupation	Place X along continuum: Very Necessary	Necessary	Unnecessary
Physical Characteristics:			
General Health			
Physical Strength			
General Coordination			
Hand-eye Coordination			
Dexterity			
General Appearance			
Personality Characteristics:			
Able to work alone			
Works well with others			
Aggressive			
Passive			
Self-confidence			
Group behavior			
Person to person (behavior)			
Acceptance of criticism			
Self-control			
Honesty			
Tenacity			
Dependability			
Sociability			
Able to take direction			
Learning Skills			
Communications			
Reading & Writing skills			
Speaking skills			
Persuasion skills			
Relating skills			
Negotiation skills			
Leadership skills			
Interpretation skills			
Mathematics skills			
Computational skills			
Measurement skills			
Solving Problems by Reasoning			
Science skills			
Observation skills			
Sizing up a situation quickly and forming conclusions			
Spatial skills			
Forming Mental Pictures			
Using Figures and Symbols			
Understanding two dimensions vs. three dimensions			
Utilizing space			

TEACHING ACADEMIC SUBJECTS & CAREER EDUCATION

In Oregon, career education is built around the concept that each individual must learn to function effectively in six life roles: Citizen, consumer, family member, individual, learner, and producer. A major characteristic of Oregon's concept is that it is not a separate instructional program but is an intergral part of each curriculum area. Within the instructional and support programs, career education provides learners with experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work.

A comprehensive career education approach affects all grade levels, in all units and courses of study. Students can learn of possibilities of employment, but they also learn how a subject relates to other life roles that would provide them with a stimulating, emotionally rewarding lifestyle.

A major goal of any program ought to be to provide students with the reading, writing, listening, and other related communications skills which will enable them to function as effective human beings. To be an effective producer, each person must acquire and maintain a certain body of these skills. Students ought to have opportunities to understand the relationship between learning to read, write, speak and listen, and living, both in and out of school.

Through an understanding of career education concepts, all teachers can begin to identify and develop strategies for including career education within the scope of their programs. The following material is an attempt to offer suggestions and ideas to infuse these disciplines with career education activities.

Title:

Occupational Self Awareness

Activity

3

Competency:

#7 Stereotyped Beliefs

Related Competencies:

#1 Attitudes

Level:

9-12

Instructional Goal:

Given the opportunity to complete the Inter-personal adjective checklist, the students will be able to identify personality traits that will affect their success in the world of work.

Number of People:

Total class

Time:

One 45-minute class period

Materials/Resources:

Inter-personal adjective checklist

Procedures:

1. The teacher will have the students fill out the Inter-personal adjective checklist to identify their personal traits.

2. The teacher will instruct students to make a list of occupations that interest them.

3. Students will then compare the personality traits they identified on their checklist with specific occupational roles for compatability and consistency.

4. The teacher will lead the students in a discussion of how personality traits limit and qualify people for specific occupations.

Competency 6

Activity 3

NAME _____

DATE _____

INTERPERSONAL ADJECTIVE CHECKLIST

Directions: Check every item which is true or generally true about yourself. All others leave blank.

___Acts important
___Apologetic
___Appreciative
___Bitter
___Beastful
___Bossy
___Businesslike
___Complaining
___Considerate
___Cooperative
___Dependent
___Dictatorial
___Dominating
___Easily fooled
___Easily led
___Firm but just
___Forceful
___Friendly
___Good leader
___Grateful
___Hard-hearted
___Helpful
___Independent
___Irritable
___Jealous
___Meek
___Modest
___Often gloomy
___Often admired
___Outspoken
___Resentful
___Sarcastic
___Self-confident
___Self-punishing
___Selfish
___Self-seeking
___Shy
___Skeptical
___Spineless
___Stubborn
___Tender
___Timid
___Warm

___Able to criticize self
___Able to doubt others
___Able to give orders
___Accepts advice readily
___Agrees with everyone
___Always ashamed of self
___Always giving advice
___Can be obedient
___Clinging vine
___Cold and unfeeling
___Critical of others
___Cruel and unkind
___Distrusts everybody
___Easily embarrassed
___Encourages others
___Fond of everyone
___Forgives anything
___Frequently angry
___Friendly all the time
___Generous to a fault
___Gives freely of self
___Hard to impress
___Kind and reassuring
___Lacks self-confidence
___Likes everybody
___Likes responsibility
___Likes to compete
___Loves everyone
___Manages others
___Often unfriendly
___Oversympathetic
___Resents being bossed
___Respected by others
___Self-respect
___Somewhat snobbish
___Stern but fair
___Thinks only of himself
___Touchy and easily hurt
___Usually gives in
___Wants everyone's love
___Wants to be led
___Well thought of
___Will believe anyone

___Able to take care of self
___Admires and imitates others
___Affectionate and understanding
___Always pleasant and agreeable
___Big-hearted and unselfish
___Can be frank and honest
___Can be indifferent to others
___Can be strict if necessary
___Can complain if necessary
___Eager to get along with others
___Egotistical and conceited
___Expects everyone to admire him
___Frequently disappointed
___Hardboiled if necessary
___Hardly ever talks back
___Impatient with other's mistakes
___Lets others make decisions
___Likes to be taken care of
___makes a good impression
___Obeys too willingly
___Often helped by others
___Overprotective of others
___Passive and unaggressive
___Proud and self-satisfied
___Rebels against everything
___Self reliant and ascertive
___Shrewd and calculating
___Slow to forgive a wrong
___Sociable and neighborly
___Spoils people with kindness
___Straightforward and direct
___Too easily influenced by friend
___Too lenient with others
___Too willing to give to others
___Tries to be too successful
___Tries to comfort everyone
___Trusting and eager to please
___Very anxious to be approved
___Very respectful to authority
___Want everone to like him
___Will confide in anyone
___Enjoys taking care of others

Author: Unknown
Adapted by: Dennis Crow

12

Title:

FREE

Activity

4

Competency:

#7 Stereotyped Beliefs

Related Competencies:

#1 Attitudes
#3 Community Resources

Level:

7-12

Instructional Goal:

Given a scrambled list of jobs generally associated with either men or women (but not both), students will note which sex favors each job and will be given an opportunity to modify their beliefs.

Number of People:

Total class

Time:

One week

Materials/Resources:

Scrambled list of male-female occupations

Procedures:

1. Teacher will distribute chart.
2. As the teacher reads a list of jobs, have the students write the first given name (man or woman) they associate with that job in column 1.
3. In column 2, write the task associated with the job.
4. Teacher will then attempt to modify student bias by bringing in resource people who are the opposite sex from that which the student felt the job was most commonly identified. This person will discuss the job and the reasons for entry.
5. Students will write short reaction papers after visitation by resource people have been completed.

Developed by: Dennis Crow and Ruth Kostur

STUDENT HANDOUT

Occupation	Given Name (Man or Woman)	Task
truck driver		
mechanic		
librarian		
minister		
kindergarten teacher		
stewardess		
janitor		
telephone operator		
bus driver		
carpenter		
secretary		
nurse		
logger		
beautician		

Title:
Insomnia Clinic

Activity
5

Competency:
#7 Stereotyped Beliefs

Related Competencies:
#1 Attitudes

Level:
7-12

Instructional Goal:
Given a career, the student will identify its accompanying pressures and compose a paragraph about those pressures.

Number of People:
Total class

Time:
One class period

Materials/Resources:
3X5 cards listing occupations for each student
One file box

Procedures:

1. The teacher will distribute to each student a 3 X 5 card containing an occupation.
2. The student will pretend that he/she is employed in the above occupation and has insomnia because of the pressures of the job.
3. The student will compose a paragraph describing these pressures without using the name of the job.
4. The students will take turns reading paragraphs.
5. The class will guess which profession has been descr bed.
6. The teacher will conduct a discussion with the class emphasizing that all jobs have pressures as well as rewards and peop'e should not stereotype them.

Developed by: Ruth Kostur

Title:

Collage

Activity

6

Competency:

#7 Stereotyped Beliefs

Related Competencies:

#1 Attitudes
#6 Communication Skills

Level:

7-12

Instructional Goal:

Given an assortment of popular magazines, students will clip pictures and prepare a collage of those scenes which show people in stereotyped roles.

Number of People:

Total class

Time:

One class period

Materials/Resources:

Assorted popular magazines
Paste
Scissors, construction paper or tagboard

Procedures:

1. Teacher will distribute materials including magazines for preparation of collage.
2. Teacher will illustrate a picture showing a person in a stereotyped role (e.g.) Woman with apron doing dishes.
3. Teacher will instruct students to cut pictures from magazines which illustrates stereotyped role situations.
4. Students will then prepare a collage of these pictures.
5. Students will write descriptive paragraphs as to why these pictures may not accurately depict the people they know.

Developed by: Dennis Crow and Ruth Kostur

Title:

LEADERSHIP: AN ASSESSMENT OF STYLE

Activity

1

Competency:

#7 Stereotyped Beliefs

Related Competencies:

Level:

11-12

Instructional Goal:

Given a leadership role, students will be able to identify their styles of leadership in terms of task orientation and people orientation.

Number of People:

Entire class

Time:

One 45-minute Class period

Materials/Resources:

T-P Leadership Questionnaire for each student
T-P Leadership-Style Profile sheet for each student

Procedures:

1. The teacher will have the students fill out the T-P Leadership Questionnaire
2. The teacher will present a brief lecture on shared leadership as a function of the combined concern for task and people before the questionnaires are scored.
3. The teacher will announce that, in order to locate themselves on the Leadership Style Profile Sheet, students will score their own questionnaire on the dimensions of task orientation (T) and people orientation (P).
4. The teacher will instruct the students in scoring as follows:
   1. Circle the item number of items, 8, 12, 17, 18, 19, 30, 34, 35.
   2. Write the number 1 in front of a circled item number if you responded S(seldom) or N(never) to that item.
   3. Also write a number 1 in front of the item numbers not circled if you responded A(always) or F(frequently).
   4. Circle the number 1's which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 24, and 35.
   5. Count the circled number 1's. This is your score for concern for people. Record the score in the blank following the letter T.
   6. Count the uncircled number 1's. This is your score for concern for task. Record this number in the blank following the letter T.
5. The teacher will distribute the Leadership-Style Profile Sheet and instruct students to follow the directions on the sheet.
6. The teacher will then lead a discussion of implications students attach to their location on the profile.

Source: A Handbook of Structured Experiences for Human Relations Training, Volume I, J. William Pfeiffer and John E. Jones, Editors, San Diego: University Associates Publishers, Inc., 1974. pp. 7-12.

Adapted by: Lorna Russell

Further adapted by: Project Staff

COMPETENCY VII, Activity 7

T-P LEADERSHIP QUESTIONNAIRE

Name _____ Group _____

Directions: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described ways: always (A), frequently (F), occassionally (O), seldom (S), or never (N).

1. I would most likely act as the spokesman of the group.
2. I would encourage overtime work.
3. I would allow members complete freedom in their work.
4. I would encourage the use of uniform procedures.
5. I would permit the members to use their own judgment in solving problems.
6. I would stress being ahead of competing groups.
7. I would speak as a representative of the group.
8. I would needle members for greater effort.
9. I would try out my ideas in the group.
10. I would let members do their work the way they think best.
11. I would be working hard for a promotion.
12. I would tolerate postponement and uncertainty.
13. I would speak for the group if there were visitors present.
14. I would keep the work moving at a rapid pace.
15. I would turn the members loose on a job and let them go to it.
16. I would settle conflicts when they occur in the group.
17. I would get swamped by details.
18. I would represent the group at outside meetings.
19. I would be reluctant to allow the members any freedom of action.
20. I would decide what should be done and how it should be done.
21. I would push for increased production.
22. I would let some members have authority which I could keep.
23. Things would usually turn out as I had predicted.
24. I would allow the group a high degree of initiative.
25. I would assign group members to particular tasks.
26. I would be willing to make changes.
27. I would ask the members to work harder.
28. I would trust the group members to exercise good judgment.
29. I would schedule the work to be done.
30. I would refuse to explain my actions.
31. I would persuade others that my ideas are to their advantage.
32. I would permit the group to set its own pace.
33. I would urge the group to beat its previous record.
34. I would act without consulting the group.
35. I would ask that group members follow standard rules and regulations.

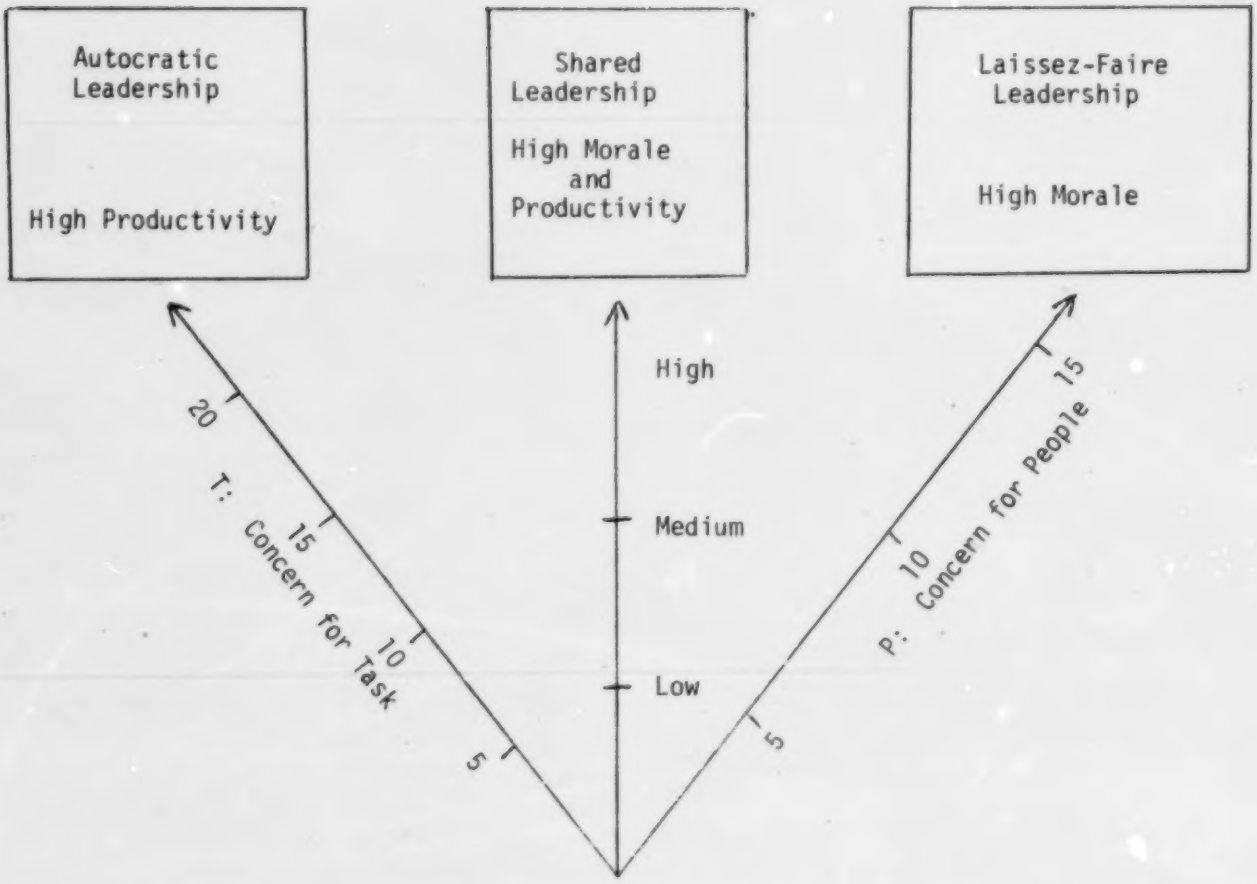
COMPETENCY VII, Activity 7

T-P LEADERSHIP-STYLE PROFILE SHEET

Name_____ Group_____

Directions: To determine your style of leadership, mark your score on the concern for task dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the concern for people dimension (P). Draw a straight line that intersects the P and T scores. The point at which that line crosses the shared leadership arrow indicates your score on that dimension.

SHARED LEADERSHIP RESULTS FROM
BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE



Title:

THIS COULD BE THE START OF SOMETHING BIG

Activity 8

Competency:

#7 Stereotyped Beliefs

Related Competencies:

#2 Job Skills

Level:

11-12

Instructional Goal:

Given the knowledge and understanding of their favorite activities and attitudes toward them, students will be able to identify a number of job opportunities these activities and interests could lead to.

Number of People:

Total class
Individual

Time:

One 45-minute class period

Materials/Resources:

Attitude Assessment Sheet

Procedures:

1. The teacher will instruct the students on how to use the Attitude Assessment sheet.
2. Students will fill out the Attitude Assessment Sheet.
3. The teacher will lead the students in a discussion of the occupations they could identify and what knowledge of themselves was gained.
4. Based on findings, students will write an essay, titled, "Who Am I? and Where Am I Going?"

Source: Who Am I? Where Am I Going? Vale School District, Vale, Oregon Page 64.

Adapted by Lorna Russell
Further adaption by: Project Staff

COMPETENCY VII, Activity 8

ATTITUDE ASSESSMENT SHEET

Your current favorite activities and your attitudes toward them can provide you with useful clues as you think about possible future jobs. On this sheet you can list some of your activities and jobs to which they could lead. How do you think you would like each job?

ACTIVITY	JOBS IT COULD LEAD TO	ATTITUDE TOWARD JOB